

Behaviour Policy



This Policy should be read in conjunction with other information and policies; Keeping Children Safe in Education 2020, Acceptable Use Policy, Anti-bullying Policy and Hate Crime, Inclusion Policy, Internet Safety Policy and Working Together to Safeguard Children 2018.

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Statement of Intent

Good behaviour and positive reinforcement provide the basis for the establishment of a secure, caring and happy environment; where everyone feels valued and respected, enabling them to learn effectively and develop as responsible and considerate members of the community.

It is written for the benefit of all members of the school community to allow everyone to understand the policy of the school and to apply it consistently and fairly. The standard of behaviour expected of all pupils is included in the Home-School agreement which parents are asked to sign following their child's admission to Ellwood Primary School.

Aim

We aim to achieve this by:-

Use of Golden Rules to teach and provide clear expectations of behaviour

We are kind and helpful

We do not hurt each other's feelings

We listen to people

We do not interrupt

We are gentle

We do not hurt anybody

We are honest

We do not try to cover up the truth

We try to work hard

We do not waste time

We look after property

We do not waste or damage things

and

Our Core Values of:

RESPECT, FRIENDSHIP, KINDNESS, RESPONSIBILITY, HONESTY AND GENEROSITY

- Agreeing, clarifying and setting clear boundaries for expected behaviour.
- Classes may develop additional behaviour codes which are developed through discussion between teacher and the class at the beginning of the new school year to teach and provide clear expectations of behaviour in each classroom and to target certain behaviours.
- Supporting one another in modelling positive behaviours and relationships, with mutual respect.

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- Establishing and maintaining clear communication between staff, pupils, parents and the wider community.
- Listening to one another and ensuring all behaviours are met with a fair, consistent and empathetic response.
- Providing a stimulating learning environment that enables children to feel secure the welcome.
- Supporting children who have difficulty managing their behaviour by identifying their needs as early as possible, intervening as appropriate and working in partnership with their parents; accessing support from outside professionals as /when appropriate.
- Ensuring lessons are suitably differentiated and providing access and motivation for all to succeed.
- Enabling our children to become independent in managing their behaviour, to understand their role in the community and to become positive active citizens.

We promote positive and good behaviour through the curriculum by the use of the PSHE curriculum, RSE curriculum, School Council, Circle Time, Assemblies, Talking Partners, the use of visits and visitors e.g. police, NSCPCC and group work in all areas of the curriculum.

Children, through class and School Councils are currently involved in the content and wording of the document, including recognition and rewards for good behaviours; and defining levels of disruptive behaviours and appropriate sanctions.

Rewards

We value positive behaviour as well as academic achievement and look to praise individuals, groups and whole classes for good behaviour, helpfulness and effort. We recognise and reward good behaviour in a variety of ways:-

- Non-verbal recognition - smiles, thumbs up, nod
- Verbal recognition - specific praise (private and public), positive comments about behaviour
- Stickers, extra playtimes, house points, Dojos, class rewards, individual and class certificates, Golden Time and Head Teacher Awards.
- Class teachers also use visual reward / sanction systems in their classrooms
- 'Celebration Book' Assemblies weekly with a Special End of Term Special Award and sharing achievements with other members of staff
- Informing parents

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- House Points (they are collected in each week and a house team will receive the House Point Cup for the following week)

Sanctions

Minor misbehaviours are dealt with by the class teacher in a supportive and fair way by reminding the child of the rule or task.

We use the following strategies and sanctions for misbehaviour -

- *Non verbal communication - the 'look', nod
- *Tactical ignoring of the misbehaviour - praising positive behaviour
- *Refocusing - simple directions stating clear direction
- *Giving a choice
- *Happy and sad faces

We have a clear 3 system process which is applied consistently throughout the school:

1. **Reminder** - the children are reminded of how they should be behaving, what they should be doing and what is expected behaviour.
2. **Warning** - this is a warning to explain to the child that they have already had a reminder and now they have an official "warning". This means; if the behaviour does not stop or improve they will receive a Red Behaviour Slip.
3. **Red Behaviour Slip** - this is given after the first 2 processes have been followed. The pupil will take the behaviour slip to the Head Teacher or another senior member of staff. They will be spoken to about the behaviour, discuss what should or could have happened to prevent the red letter and a copy will be sent home for parents to read and sign. The Red Behaviour slip will explain what has happened and the consequences e.g. receive a detention/speak to a member of staff the following day. The pupils will miss a playtime and complete work or a task, which will help them to reflect on their behaviour or actions and think about what they could do to improve or prevent it happening again.

If a behaviour is unacceptable or serious (e.g. hurting others/swearing/damaging property), then a Red Behaviour Slip can be administered straight away.

If a child has received 3 red behaviour slips in a term, a formal meeting will be arranged with the Parent/Carer and Class Teacher and/or the Head teacher.

This system is visually displayed in each classroom. In Oak class (Reception) it is displayed as; a sun (every pupils starts here with name displayed), a sun and cloud, when the child has been warned and a thunder cloud to show a Red Behaviour Slip has been given. In classes: Chestnut (Yr 1 / 2), Beech (Yr 2 / 3), Sycamore (Yr 4 / 5) and Willow (Yr 5 / 6) it is displayed as; "Ready to Learn" (everyone starts here) , a Pink thought bubble - "Pink to Think" to represent a warning and a Red Envelope to indicate a Red Behaviour Slip has been given.

Other strategies or sanctions may be applied:

- Working on a table on their own / or sent to a partner class or to the Headteacher with work for a period of time.
- Loss of privileges - this may include loss of playtime, if the pupil is being dangerous or unsafe, not taking a pupil to an extra-curricular activity/event outside of school when representing the school.
- Remove the child from situation. A child may need to be removed or asked to leave the classroom and go to a quiet place. If there is only one adult in a classroom and the child refuses to move, the adult may summon support by using Red Triangle (red triangle given to responsible child to take to Office / Headteacher / Next door classroom.)
- Taken to Headteacher (if HT not available another senior member of staff e.g Deputy Head). When a child is seen by the HT , the incident is recorded in the behaviour log or on My concern, together with the sanction imposed, the Parent/carers will be informed.

At playtimes and lunchtimes minor incidents are dealt with by duty staff. The Headteacher (or Senior Teacher) is available to deal with more significant inappropriate behaviours and the above followed.

Appendix 1: Rewards/Sanctions examples

Appendix 2: Behaviour Slip to Parents/Carers

Power to use Reasonable Force

'The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Separate advice is available in' Use of Reasonable Force - advice for school leaders, staff and governing bodies'. (Dfe Guidance for Headteachers and School staff)

Early identification of SEND children

We recognise there will be times when we have children with specific behavioural needs. We adopt a systematic approach to identifying and monitoring their additional needs in line with the SEN Code of Practice 2014.

Initial concerns will be discussed with SENCO/HT/FSW. The SEND Policy provides additional information. At times there may be pupils who have an individual behaviour plan and risk assessment.

Exclusions- temporary and permanent

If interventions and sanctions outlined in this policy fail to produce sufficient improvement in behaviour then the Headteacher has the power to exclude a pupil. Parents/carers and Governors will be informed without delay of the period of the exclusion and the reason for it. The Headteacher may not exclude for an indefinite period. The Headteacher may be directed by the governing body, or the LA after consultation with the governing body, to reinstate a pupil who has been excluded for more than five days. Upon request the Headteacher will provide further details of the law governing temporary and permanent exclusions (Exclusions from maintained schools, academies and pupil referral units, DFE 2017).

A temporary exclusion or a permanent exclusion from the school will be applied in the following circumstances:

1. When a pupil is a significant danger to himself/herself.
2. When a pupil harms a pupil/s or is a significant danger to other pupils.
3. When a pupil harms a member of staff or is a significant danger to staff.
4. When a pupil wilfully damages school property.
5. When a pupil persistently disrupts the education of other pupils.
6. When a pupil is found using drugs, alcohol or a weapon on the school property or has these on their persons.

7. Other exceptional circumstances where it is no longer appropriate for the pupils to be a member of the school community e.g constantly disturbing the learning of others/persistent defiance/persistent breach of the school rules.

In these circumstances the school will follow the exclusion guidelines as provided by the Local Authority.

Children may also be placed into internal exclusion, if an external exclusion is not deemed to be appropriate. This means the pupil will work in isolation away from their classroom and peers for a period of time.

Pupils' Conduct Outside the School Gates

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

If a staff member witnesses non-criminal bad behaviour and bullying which occurs anywhere off the school premises (or it is reported to the school) the pupil will be spoken to in school and the incident reported and discussed with parents/carers.

The teacher may discipline a pupil for any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or is in some other way identifiable as a pupil at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

Signed; *D.Milford* (Head Teacher)

Reviewed ; July 2020

Next date for review: July 2021

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Appendix 1	Examples of rewards
<p align="center">HT Award/Teachers awards</p> <p align="center"> Good quality work Exceptional achievement Exceptional homework Always showing fantastic manners Going above and beyond to help others Being named in the celebration book Consistently working hard and putting in good effort </p>	
<p align="center">Examples of behaviour and actions to achieve; House Points/Stickers/Marbles in the Jar</p> <p align="center"> Superb work – achieving above expectations Showing a huge improvement e.g. in work, behaviour etc. Succeeding in something that they haven't done before Going above and beyond Representing the school at an event Paying attention to the class teacher Showing good manners Helping others Excellent homework Trying hard </p>	
Sanctions - Examples of behaviours that may require a sanction	
<p align="center">Reminders</p> <p align="center"> Not listening carefully Being rude/ impolite Talking over others Distracting others Being unkind Not following instructions Not looking after the property of the school or others property </p>	
<p align="center">Warning</p> <p align="center"> Doing something that they have already been warned for again Doing something else from the list above </p>	
<p align="center">Red Behaviour Slip</p> <p align="center"> Doing something that they have already been reminded or warned about several times before Doing something else from the examples above Straight to a Red Slip; Fighting/hurting others Recklessly damaging property Taking things without permission Being abusive to others (swearing, stereotyping etc) Refusal to follow school rules Demonstrating extreme behaviour Bullying others Making racist comments Unsafe behaviours Walking out of class without permission or prior agreed arrangement Dangerous behaviour which endangers themselves or others </p>	

Appendix 2

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Behaviour Slip

Incident - What happened?	
Action; Detention -	
Signed; Date;	Date;
Parent/guardians signature;	
Please return this section to school to say you have seen this Behaviour Slip.	